



TENNESSEE DEPARTMENT OF

EDUCATION
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Introduction to Social Health

Primary Career Cluster:	Human Services
Consultant:	Deborah Thompson, (615)-532-2840, Deborah.Thompson@tn.gov
Course Code(s):	0562
Prerequisite(s):	None
Credit:	N/A
Grade Level:	5-8
Graduation Requirements:	N/A
Programs of Study and Sequence:	This course serves as a middle school primer for all programs of study in the Human Services and Education and Training career clusters.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ Brandon Hudson, (615) 532-2804, Brandon.Hudson@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit http://tn.gov/education/cte/work_based_learning.shtml .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	N/A
Teacher Endorsement(s):	001, 050, 051, 101, 154, 400, 401, 402, 440, 450, 499
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/HumanServices.shtml

Course Description

Introduction to Social Health is a foundational middle school course in the Education & Training and Human Services clusters. Upon completion of this course, a proficient student will understand components of healthy lifestyles and relationships, communication skills, relationship development, technology uses, and career exploration. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy for Grades 6-8 and the National Family and Consumer Sciences Standards, Second Edition.*

Course Standards

Healthy Lifestyles

- 1) Analyze the relationship between eating, sleeping, physical activity, and wellness. Assess nutrition and fitness practices that promote personal wellbeing across the life span. (TN Reading 1, 2, 7; TN Writing 7; FACS 14)
- 2) Describe the body's use of nutrients and identify nutritional food sources. Cite current nutrition guidelines to classify foods and identify recommended servings. Read and evaluate food label information; compare and contrast nutrition of various snacks and fast food; and use this information to create a well-balanced menu plan for adolescents. (TN Reading 1, 9; TN Writing 2, 7; FACS 14)
- 3) Compare food costs and determine whether there is a correlation between nutritional value and food cost. Define *food deserts* and describe their potential negative impact on community health. (TN Reading 4; FACS 14)
- 4) Demonstrate safe food and equipment handling procedures while preparing healthful snacks. Create an informational artifact explaining the nutritional value of the snacks. (TN Writing 2, 3, 4; FACS 14)
- 5) Draw evidence from informational texts to compare and contrast aerobic and anaerobic physical fitness activities. Develop a plan for participating in either team or individual activities that provide physical benefits, along with daily practices requiring no special equipment. (TN Reading 1, 9; TN Writing 2, 4; FACS 14)

Lifespan Development

- 6) Examine the interactions of physical, cognitive, and emotional-social development that occurs during each phase of the lifespan. Create an informative poster that describes one of the stages of growth and development. (TN Reading 3; TN Writing 7; FACS 12)
- 7) Research and outline the physical, cognitive, and emotional-social development that occurs in puberty and adolescence. Work in a small group to create a presentation to present to the class. (TN Reading 8; FACS 12)

Healthy Relationships & Communications

- 8) Analyze the different types of relationships and the characteristics of each. Compare and contrast healthy and unhealthy relationships by addressing issues including but not limited to the need for trust, respect and emotional support vs. bullying (cyberbullying), and verbal, physical, and emotional abuse. (TN Reading 1, 2, 9; FACS 13)

- 9) Examine methods of coping with personal and family change or crisis. Role-play positive parent-child and sibling communication. Explore conflict management, negotiation, problem-solving and anger-control strategies. Research and compile a list of resources (counseling, hotlines, support groups, etc.) for help in challenging circumstances. (TN Reading 9; TN Writing 2, 4, 7, 9; FACS 13)
- 10) Practice giving and receiving instructions to accomplish a complex task. Recognize the consequences of poor communication skills and describe the importance of good communication between team members. (FACS 13)
- 11) Articulate and convey situations related to school, relationships, and family. Practice active listening and appropriate “I” statements. (TN Reading 4; TN Writing 4; FACS 13)

Career Exploration

- 12) Complete one or more career-choice survey instruments. Evaluate personal interests, traits, abilities, and goals to maximize future educational and career opportunities. (TN Reading 2; FACS 1)
- 13) Research one of the sixteen nationally recognized career cluster and identify three to five possible careers in that cluster. Determine the knowledge, skills, and attributes associated with the occupations. Compare and contrast the educational and licensing requirements for obtaining a position and for career advancement. (TN Reading 1, 2, 7; FACS 1)

Resource Management

- 14) Research the different types of goals and list the different characteristics of each. Write specific, measurable, and attainable goals (such as postsecondary education, car ownership) and explore logical strategies for achieving them. (TN Writing 4)
- 15) Describe the importance of effective money management and its relationship to achieving goals. Construct a spending plan for one of the goals identified previously in the course. (TN Reading 1, 2, 7; FACS 2)
- 16) Create a time tracking system, such as a time log, to analyze the percentage of time spent each day on broad categories such as sleeping, eating, travel, school assignments, socializing, work, family, chores. Use the system to develop a plan for more effective use of time. (TN Writing 4; FACS 2)

Appropriate Technology Use

- 17) Practice responsible and safe use of technology. Create a list of best practices related to computer netiquette, privacy, security, and copyright laws. (TN Writing 4)
- 18) Use technology to access, manage, create, manipulate, and interpret information. Evaluate the content of a webpage to assess its reliability and trustworthiness. Cite sources of information correctly. Demonstrate proficiency with communication technologies to prepare publications and produce other creative works. (TN Reading 1, 6, 8; TN Writing 4, 6, 9)

- 19) Use technology to prepare and deliver a presentation. Evaluate delivery options based on topic, audience characteristics, and desired outcomes. (TN Writing 6)

Standards Alignment Notes

*References to other standards include:

- TN Reading: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 6-8 Students (page 62).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 6-8 Students (pages 64-66).
 - Note: While not directly aligned to one specific standard, students who are engaging in activities outlined above should be able to also demonstrate fluency in Standards 5 and 10 at the conclusion of the course.
- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.